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ABSTRACT

In 1985-86, Project CAUSA completed a three-year funding cycle at Grover Cleveland High School in Queens, New York. The project provided 132 newly arrived students from Italy and several Spanish-speaking countries with instruction in English as a second language (ESL), native language arts, and content areas. Basic goals were to help students adjust to American culture; provide them with basic language, academic, and vocation skills; and enhance their appreciation of their native cultures and languages. Because many of the students were from poverty-level families and would have to enter the job market as soon as possible, the project focused on career training as much as English language development. Title VII, Chapter I, and tax-levy monies supported administrative and support services, staff and curriculum development activities, communication with student's families, and a variety of career-orientation services and activities. Program students successfully achieved proposed objectives in ESL, native language arts, and attendance, and their dropout rate fell below that of the general school population. Their performance in content area and bilingual business skills classes could not be adequately assessed, but their passing rates were generally over 75 percent. Because of the continuing success of the project's career guidance component, it could become a model for other bilingual programs throughout New York City. (KH)

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GROVER CLEVELAND HIGH SCHOOL

PROJECT CAUSA

1985-1986

OEA Evaluation Report

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O.E.A. Evaluation Section Report

Robert Tobias, Administrator of Evaluation
Judith S. Torres, Senior Manager

Grant Number: G00-830-2608

GROVER CLEVELAND HIGH SCHOOL

PROJECT CAUSA

1985-1986

Principal: Myron L. Liebrader

Director: Aldo Guarnieri

Coordinator: Josephine Leonardelli

Prepared by the
O.E.A. Bilingual Education Evaluation Unit

Armando Cotayo, Evaluation Manager
Jose J. Villegas, Evaluation/Planning Specialist
Shelley M. Fischer, Evaluation/Planning Specialist
Margaret H. Scorza, Editorial/Production Coordinator
Adrian Bennett, Evaluation Consultant
Ana L. Martinez, Evaluation Consultant

New York City Public Schools
Office of Educational Assessment
Richard Guttenberg, Director

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A SUMMARY OF THE REPORT

Project CAUSA, in its final year of a three-year funding cycle, provided 132 newly-arrived students of limited English proficiency (LEP) from Italy and several Spanish-speaking countries with instruction in English as a second language (E.S.L.), native language arts, and content areas. Students entering the program had widely varying educational backgrounds and levels of native- and English-language proficiency. Many had suffered interrupted schooling or received fewer years of schooling than their ages would indicate. Outside of school, students made extensive, but not exclusive use of their native languages.

The project's basic goals were to help these newly-arrived students adjust to American culture; provide them with basic language, academic, and vocational skills; and at the same time, enhance their appreciation of their native cultures and languages. Because many of the students were from poverty-level families and would have to enter the job market as soon as possible, the project focused on career training as much as English-language development.

Title VII funds supported administrative and support services staff. Instructional services and paraprofessional assistance were funded by Chapter I and tax-levy monies. Curriculum development activities were largely confined to refinements of career-awareness curricula developed during the previous year. Staff development activities included in-service training workshops and monthly departmental meetings. The career-oriented services provided to students consisted of career education, field trips, vocational guidance, and job-placement services. Project CAUSA also provided students with academic and personal counseling, referral services, and tutoring. In addition, contacts were maintained with students' families, and advisement provided as needed.

Program objectives were assessed in English-language development (Criterion Referenced English Syntax Test [CREST]); mastery of the native language (Interamerican Series, La Prueba de Lectura and teacher-made tests); and attendance/dropout rates (school and program records). Quantitative analysis of student achievement data indicates that:

--Students with complete data mastered an average of 2.2 CREST objectives per month in the fall and 1.6 CREST objectives per month in the spring, thus meeting the program objective.

--Students pretested and posttested with La Prueba de Lectura made significant gains. Passing rates in the Italian language arts course exceeded the 75 percent passing criterion. Thus, the objectives were met.

--Mainstream data were not provided to assess the proposed objective in content-area courses. Passing rates ranged from 90 percent in science to 64 percent in math.

--Mainstream data were not provided to assess the program objective in business skills classes. The overall passing rate of program students in these classes was 78 percent.

--The attendance rate of program students was significantly greater ($p. = <.05$) than the attendance of mainstream students, thus meeting the program objective.

--The program's dropout rate was significantly lower than the schoolwide dropout rate. Thus, the objective was met in this area.

As suggested in previous evaluation reports, Project CAUSA's career education component could well become a model for other bilingual programs throughout New York City. It is strongly recommended that the curriculum specialist be given an opportunity to introduce the program to other city schools through workshops, individual consultations with bilingual program directors, or meetings with Board of Education staff members.

ACKNOWLEDGEMENTS

The production of this report, as of all Office of Educational Assessment Bilingual Education Evaluation Unit reports, is the result of a cooperative effort of regular staff and consultants. In addition to those whose names appear on the cover, Eulalia Cabrera has interpreted findings and has integrated material into reports. Arthur Lopatin has edited the reports following the O.E.A. style guide and has written report summaries. Finally, Joseph Rivera and Gladys Rosa have worked intensely as word processors to produce and correct the reports. Without their able and faithful participation, the unit could not have handled such a large volume of work and still produced quality evaluation reports.

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GROVER CLEVELAND HIGH SCHOOL
PROJECT CAUSA

Location:	2127 Himrod Street Ridgewood, New York 11385
Year of Operation:	1985-86, Third and final year of Title VII funding
Languages of Instruction:	English, Spanish, and Italian
Number of Participants:	200 students served: 132 students reported
Principal:	Myron Liebrader
Project Director/Assistant Principal for Foreign Languages:	Aldo Guarnieri
Program Coordinator:	Josephine Leonardelli

I. INTRODUCTION

Bilingual education programs were first instituted at Grover Cleveland High School in 1979 by the current project director. The school is located in the predominantly working class neighborhood of Ridgewood, Queens. The vicinity of the school is tree-lined, with brick row houses and quiet streets. The neighborhood is a port of entry for Italian immigrants, and the Sicilian dialect can be heard in many Italian specialty shops in the area. Nearby Williamsburg and Bushwick in Brooklyn have high percentages of Hispanics, and the proportion of Hispanics in Ridgewood is increasing.

The school building is old, but in relatively good condition, with nice landscaping, excellent athletic facilities, well-equipped shops and rooms, and pleasant offices.

The student population at Grover Cleveland is 52 percent white, 30 percent Hispanic, 14 percent black, and 4 percent Asian. Very few students in the school (20 percent) qualified for free lunch; 52 percent were above grade level in reading as compared to 50 percent for national samples.

In its third year of Title VII funding, Project CAUSA (Career Advancement Utilizing Student Abilities) continued to facilitate LEP students' transition to the mainstream by providing them with the knowledge and skills needed to function successfully in classes taught entirely in English.

This goal was realized through a program meeting several related student needs. To help students learn to speak and read English, the project provided English as a second language (E.S.L.) instruction. To develop students' native language skills and increase their knowledge of and pride in their native cultures, the project offered native language arts (N.L.A.) courses. To improve students' English while teaching them the academic subjects needed for graduation, the project provided bilingual content-area courses. To help students compete effectively in the job market, bilingual courses in office and computer skills were offered. Finally, to develop students' awareness of employment and post-secondary educational opportunities, Project CAUSA included career-awareness training -- one of the project's chief innovations. The project also included staff development and training, guidance counseling, parental involvement activities, and various cultural activities for students.

The project was staffed as proposed. Staff members were highly qualified, and they had an average of 18 years of experience in working with students of limited English proficiency (LEP). Project CAUSA was administered by a trilingual (English, Spanish, Haitian Creole) program coordinator who also served as resource specialist and testing coordinator. She was supervised by the the assistant principal (A.P.) for foreign languages. The Title VII staff included a career-curriculum specialist, a trilingual resource teacher, a bilingual family assistant, and an intern-secretary.

A tax-levy trilingual guidance counselor with several years' counseling experience replaced the previous year's guidance counselor, who had retired at the end of the 1984-85 year. An E.S.L. teacher who instructed program students had also retired, and was replaced by an E.S.L. teacher with eight years' E.S.L. teaching experience. The trilingual resource teacher also left the program to take a supervisory position in another school and was replaced by a teacher with nine years' experience. Because these new staff members entered the program at lower ranks in the pay scale than their predecessors, some funds became available for the purchase of badly needed books and curricular materials.

II. STUDENT CHARACTERISTICS

Project CAUSA served both Spanish-speaking and Italian-speaking LEP students. Most of the Hispanic students came from Puerto Rico, Ecuador, and the Dominican Republic. Most of the Italian students came from rural areas of southern Italy or Sicily. Forty-nine percent of the program students reported were female. The greatest proportion (42 percent) of program students was in the tenth grade. Tables 1 and 2 provide the details of the students' countries of birth and their grades and ages.

The project coordinator noted that most students were from rural backgrounds, and in many cases had had little formal schooling in their countries of origin. Consequently, many were illiterate in their native language. The principal pointed out that one of his priorities for the future was to find ways to provide native language literacy instruction to these students.* On the other hand, some students who came to the program had considerable academic experience and were fully literate in their native language. Thus, the population served by the project encompassed a wide range of academic and linguistic abilities, a factor that heavily influenced the provision of services, particularly in the classroom.

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*In this regard, it should be noted that a growing body of research on bilingualism supports the view that literacy and academic skills in a native language readily can be transferred to a second language, particularly if these skills have been well developed in the native language.

TABLE 1

Number and Percent of Program Students by

Language and Country of Birth

Language	Country of Birth	Number	Percent
Spanish	Puerto Rico	36	29.1
	Ecuador	30	23.4
	Dominican Republic	22	17.2
	Other Central and South America (country unspecified)	20	15.6
	United States	8	6.3
Italian	Italy	8	6.3
	United States	4	3.1
	TOTAL	128*	100.0

*Data were missing for four students.

•Ninety percent of the program student were native speakers of Spanish. Most were born in Puerto Rico and Ecuador.

TABLE 2

Number of Program Students by Age and Grade

Age	Grade 9	Grade 10	Grade 11	Grade 12	Total
13	2	0	0	0	2
14	3	2	1	0	6
15	12	6	1	0	19
16	12	19	2	0	33
17	4	19	9	1	33
18	3	5	7	6	21
19	0	4	3	6	13
20	0	0	2	1	3
21	0	0	0	1	1
TOTAL	36	55	25	15	131
Overage Students					
Number	19	28	12	8	67
Percent	53	50	48	53	51

Note. Shaded boxes indicate expected age range for grade.

- Fifty-one percent of the program students were overage for their grade.
- The highest percentage of overage students was in grades nine and twelve (53 percent).

Even for experienced teachers, placing such a heterogeneous population in classes of 25-30 students made it difficult to devise teaching methods and a curriculum that suited the entire class. Many Project CAUSA teachers reported that this situation had led to disciplinary problems, which, according to the A.P. for foreign languages and the principal, were aggravated by shortages of qualified bilingual content-area teachers (particularly in industrial arts, math, and science) and bilingual instructional materials.

Despite the fact that only 14 percent of the students at Grover Cleveland were eligible for free lunch, most Project CAUSA students were from poor families. As had been recommended in the previous year's report, the curriculum specialist made visits to students' homes. He reported that few of the families he had visited, either Italian or Hispanic, could provide their children with separate rooms or isolated study areas for doing their homework. In general, students had to use the kitchen or dining room to do their homework, and they lacked an adequate place in which to keep their books, notes, and papers.

The curriculum specialist also noted that most students and their parents had scanty knowledge of how to locate job opportunities or how to survey the job market to learn what subjects to study in order to qualify for good jobs after graduation. Similarly, they showed limited awareness of the various post-secondary educational options offered by the public educational system in the United States.

The project director noted that many students had to take jobs to supplement their family's income. Ridgewood had been a German

neighborhood during the early 1940's, but it became increasingly Italian during the post-World War II decades. Although there has been an influx of Hispanics in the past decade, the local economy continues to be dominated by Italians; consequently, the Italian students generally had greater success in getting neighborhood jobs than did the Hispanic students. Similarly, Italian parents generally had greater success in finding local employment.

Some of the Italian students found that they could earn a relatively sizable income by working long hours on weekends. The project director noted that this had sometimes led to skepticism about the value of earning a high school education and about formal education in general. Similarly, the possibility of finding employment with Italian-speaking employers might have made them doubt the need to learn English, or to becoming highly literate in English.

III. FINDINGS

The evaluation findings for the 1985-86 academic year include both objectives measurable by standardized test results and those based on an examination of program material and records, site visits, and interviews with school personnel. This section presents evaluation findings for the present year by the objectives that were proposed to and accepted by the Office of Bilingual Education and Minority Languages Affairs, U.S. Department of Education.

ENGLISH AS A SECOND LANGUAGE

--As a result of participation in the program, students enrolled in the E.S.L. sequence will master an average of one objective per month of treatment as measured by the Criterion Referenced English Syntax Test.

All program students received two periods of English instruction per day: an E.S.L. class and an English for foreign students class. Courses were on four levels, beginning to advanced. Beyond the fourth E.S.L. level, writing-clinic courses were offered. There were two E.S.L. 1 classes and two E.S.L. 2 classes and one each of E.S.L. 3 and 4, and writing clinic 1 and 2. One Chapter I paraprofessional assisted instructors in the four levels of E.S.L. and in the first three levels of English for foreign students.

A member of the evaluation team visited one of the E.S.L. writing-clinic classes. The teacher was presenting a lesson in writing descriptive compositions. The teacher showed a reproduction of Van Gogh's "Starry Night" and asked students to write a composition describing it. The class was conducted entirely in English.

Student Achievement in E.S.L.

The assessment instrument used to evaluate the objective in this area was the Criterion Referenced English Syntax Test (CREST).* The CREST was administered at the beginning and the end of each semester. A mastery score to indicate gains was computed for each student by calculating the difference between pretest and posttest. The number of months of instruction between testings was computed for each student by multiplying the number of months between testings by the student's attendance rate. The number of skills mastered per month was calculated by dividing the mean number of months of instruction between testings.

Table 3 presents the test results for students who were pretested and posttested with the same level. Complete data (levels, pretest score, and posttest score) were available for only 36 students in the fall and only 54 students in the spring. Although examination of Table 3 reveals that the objective was surpassed by these students, it is not possible to determine how representative the group was. Students acquired an average of 2.2 CREST objectives per month in the fall semester, and 1.6 CREST objectives per month in the spring.

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*The Criterion Referenced English Syntax Test (CREST) was developed by the Board of Education of the City New York to measure mastery of instructional objectives of the E.S.L. curricula, and thus was constructed to maximize content validity. The test contains four items per curricular objective, and mastery of an objective is achieved when three of these items are answered correctly. The test measures mastery of 25 objectives at Levels 1 and 2, and 15 objectives at Level 3. The Kuder-Richardson reliability estimates for pretest and posttest administrations of the three levels of the CREST are:

Level 1 -- pretest (.91)/posttest (.96)
Level 2 -- pretest (.94)/posttest (.95)
Level 3 -- pretest (.91)/posttest (.91)

TABLE 3

Results of the Criterion Referenced English Syntax Test

Test Level	Number of Students	Pretest Mean	Pretest S.D.	Posttest Mean	Posttest S.D.	Mastery* Mean	Mastery* S.D.	Mean Mastery Per Month
				FALL				
1	27	6.4	6.1	12.3	5.9	5.9	4.1	2.4
3	9	7.0	2.6	10.7	2.9	3.7	1.8	1.4
TOTAL	36	6.5	5.4	11.9	5.3	5.4	3.8	2.2
				SPRING				
1	28	10.6	6.6	15.4	6.7	4.8	2.9	1.8
2	8	13.7	6.5	19.0	4.6	5.3	3.9	1.8
3	18	8.3	4.3	11.5	3.0	3.2	2.1	1.1
TOTAL	54	10.3	6.1	14.6	5.9	4.8	2.8	1.6

*Posttest minus pretest.

- No students were tested at Level 2 in the fall.
- Students surpassed the criterion set by the objective both semesters.

NATIVE LANGUAGE ARTS

--As a result of participation in the program, 75 percent of the students enrolled in the native language arts program will successfully complete the course content.

The foreign languages department offers native and non-native speakers courses in both Spanish and Italian language skills and literature. Project CAUSA students were offered one Level III and two Level IV courses in Spanish, one Level IV course in Italian, and two advanced placement courses (for which they could receive college credit) in Spanish language skills and in Spanish literature. There were 42 program students enrolled in advanced placement Spanish courses in the fall and 35 in the spring.

Student Achievement in Native Language Arts

Two assessment instruments were used to measure gains in native language arts: La Prueba de Lectura* for Spanish-speaking students and students' passing rates in native language arts classes for both Spanish- and Italian-speaking students.

*The Inter-American Series, La Prueba de Lectura is part of the Inter-american Series of Tests published by the Guidance Testing Associates. The purpose of this series is to measure reading achievement in Spanish for Spanish-speaking students from the western hemisphere. The norms for the test were based on a sample of students from Puerto Rico. However, as these norms may not be appropriate for all students, the publishers recommend that local norms be developed for the test. As of this date, local norms are not available. The test has alternate form reliability coefficients ranging from .87 to .90, and validity studies indicate that the test has correlations greater than .80 with other standardized tests of reading, and correlations of about .50 with teacher grades, thus indicating construct validity.

La Prueba de Lectura was administered to Spanish-speaking program students in the fall and the spring. Because publishers recommend local norms and programs do out-of-level testing, analysis was based on raw score gains rather than on standard score gains. The results are presented in Table 4. Complete data on both tests were available for 71 (61 percent) Spanish-speaking program students.

Statistical significance of the mean gain was determined through the correlated t-test model to demonstrate whether the mean gain is larger than would be expected by chance variation alone. Because statistical significance does not provide enough descriptive information, the table also includes the proportion of students making gains.

Examination of Table 4 reveals that 73 percent of the students tested made gains on La Prueba de Lectura. Overall, the gains were statistically significant ($p = <.05$).

Table 5 presents students' passing rates in native language arts courses. Overall, students in Italian and Spanish language arts courses surpassed the 75 percent passing criterion, thus meeting the program objective.

TABLE 4

Results of La Prueba de Lectura, Level 3

Number of Students	Pretest Mean	Pretest S.D.	Posttest Mean	Posttest S.D.	Gain Mean	Gain S.D.	Percent Making Gains
71	65.2	20.2	74.1	17.6	8.9*	13.6	73.0

*Statistically significant at p = <.05.

- Seventy-three percent of the Spanish-speaking students tested made significant gains on La Prueba de Lectura.

TABLE 5

Passing Rates in Native Language Arts Courses

Native Language Arts	Fall Number of Students	Fall Percent Passing	Spring Number of Students	Spring Percent Passing	Overall
Spanish	85	80.0	74	71.6	76.1
Italian	8	87.5	8	87.5	87.5

- Both Spanish- and Italian-speaking students surpassed the 75 percent passing criterion in their native language arts courses.

CONTENT-AREA SUBJECTS

--As a result of participation in the program, the percentage of students passing the substantive subjects will be as great as those of mainstream students.

Content-area courses were taught bilingually in Italian or Spanish, and English. According to the project coordinator, the percentage of English used in content-area courses was 80 to 100 percent. She noted that it was possible for program students to take part in these courses because many had been in the program during the previous year and had developed their English skills enough to enable them to function successfully in content-area courses conducted predominantly in English. Spanish bilingual content-area classes included two biology, one American studies, three global studies, one fundamentals of math, one algebra, and one computer literacy class. It should be noted that Italian-speaking students took biology, global studies, American studies, and computer literacy in English. These classes were taught by E.S.L. teachers because of a lack of qualified Italian-speaking teachers. The enrollment of Italian-speaking program students in these three classes was relatively low -- six per class.

A member of the evaluation team visited three bilingual Spanish/English content-area classes, including global studies, mathematics, and biology.

The global studies teacher used English about 60 percent of the time and Spanish about 40 percent of the time. From a linguistic point of view, a noteworthy feature of the lesson was the teacher's ability to switch languages naturally and smoothly, as was required by both the

lesson's aims and the students' needs. In other words, the teacher did not attempt to follow a predetermined schedule for using each language, a strategy which frequently results in artificial and unnatural language-use situations. Students got practice reading their native language aloud from a text in Spanish, and in listening to both languages. Students spoke Spanish approximately 75 percent of the time.

The math class visited by a member of the evaluation team was conducted almost entirely in English. In fact, the teacher knew only a few Spanish phrases. He was assisted by a Spanish-speaking educational assistant. The teacher wrote several problems on the board and selected several students to work them out on the board while the rest worked them out at their desks, with the teacher and the paraprofessional moving around the classroom providing assistance as needed. The lesson focused on the multiplication of negative numbers, which can be considered a fairly basic type of math problem. The teacher noted that the students' prior academic experience varied widely.

The biology class was conducted in an E.S.L. mode. The teacher was not fluent in any of the students' native languages, which included Korean and Chinese as well as Spanish. Therefore, the class was conducted entirely in English. The subject of the class was the procedures for dissecting a frog (six frogs were available for some twenty students). The students seemed to understand the teacher's presentation easily, answered in English whenever called upon, and asked questions in English. The teacher defined technical terms carefully to ensure that the students could understand.

Student Achievement in Content-Area Subjects

As data for mainstream students were not provided, the objective could not be assessed as proposed. However, the passing rates of program students enrolled in content-area courses were examined and are presented in Appendix A for descriptive purposes. Students' passing rates were highest in science (90 percent), and lowest in mathematics (64 percent). The overall passing rate in social studies courses was 77 percent.

SPECIALIZED COURSES

> --As a result of participation in the program, the percentage of students passing bilingual business skills classes will be at least equal to that of the mainstream.

One of the innovative features of Project CAUSA was its office and business skills component. Curricula for bilingual (Spanish/English and Italian/English) courses in stenography and typing were developed by one of the project's trilingual teachers, who modified curricula issued by the New York City Board of Education's Bureau of Curriculum Development to suit the special needs of Project CAUSA students. Stenography and typing were offered in Spanish, and typing was offered in Italian. Only 25 students were enrolled in the fall and only 21 students were enrolled in the spring.

A member of the evaluation team visited an Italian/English typing class. Although the teacher was fluent in Italian, she used English almost all of the time because the students had advanced English-language skills. Students typed for brief periods of time and then used what they typed to practice proofreading and to calculate their speed and accuracy. The students' intense concentration on their tasks may have been due, at least in part, to the fact that the class had an enrollment of only five.

Student Achievement in Bilingual Business Skills Classes

Mainstream data were not available to assess this objective as proposed. However, the passing rate of program students in these courses was 78 percent for the year (see Appendix A).

CAREER AWARENESS COMPONENT

--As a result of participation in the program, 65 percent of the students seeking a part-time job will obtain employment after school hours or during the summer vacation period.

--All students enrolled in the program will attend on-site group guidance sessions related to personal and social growth and career education.

The career-guidance program was one of the Project CAUSA's most innovative features. It was coordinated by a full-time Title VII career-curriculum specialist, who engaged in a variety of activities designed to develop students' knowledge of career options, the skills required by various jobs, and the realities of the job market. In cooperation with the E.S.L. and writing-clinic teachers, he conducted a weekly career-awareness session using an extensive curriculum he had developed for these sessions. Students were given opportunities to explore their own aptitudes, skills, values, and interests; to research a variety of careers; to assess each other's job-interview skills; and to search for and apply for jobs. In addition, they had opportunities to discuss related matters, such as the influences of gender, race, and cultural background on employment.

The career-curriculum specialist also conducted visits to businesses and post-secondary educational institutions, invited speakers

to the school to talk about educational and employment opportunities, helped students find jobs or internships with such organizations as the New York City Summer Youth Employment Program, and served as liaison between project students and the New York State Employment Service counselor located at the school.

In an interview with a member of the evaluation team, the career-curriculum specialist said that much of his time had been spent on refining the curriculum he had developed and helping students find work. He pointed out that in previous years the New York State Employment Service had provided a part-time job counselor, who worked in the office next to his own. However, the counselor's absence for the first six months of the 1985-86 school year meant that no such assistance was provided to CAUSA students during this period, thereby placing additional burdens on the career-curriculum specialist, such as conducting phone negotiations with prospective employers. The career-curriculum specialist noted, however, that this extra responsibility had been useful because it had given him insights into helping students negotiate the labor market which he incorporated into his career-awareness classes.

A member of the evaluation team observed a career-awareness class on how to fill out job application forms. The career-curriculum specialist explained the meaning of difficult concepts and English terms. Other subjects discussed in career-awareness classes included how to develop a career decision-making system, job-search strategies, how to read employment ads, how to dress for an interview, and appropriate conduct during a job interview.

The career-curriculum specialist also visited several students' homes during the 1985-86 academic year, as had been recommended in the previous evaluation report. He noted that in addition to developing rapport with their parents, these visits provided valuable information on the students themselves. The second of the objectives proposed in this area was certainly met; however, no data were available to assess the first career awareness objective.

ATTENDANCE AND RETENTION

--As a result of participation in the program, the dropout rate of students will be at least 20 percent less than the dropout rate of the mainstream students.

--As a result of participation in the program, students will demonstrate a rate of attendance which will equal or surpass the schoolwide rate.

To prevent student attrition and promote better attendance, Project CAUSA included a number of supportive strategies in its non-instructional component. These were carried out primarily by a trilingual guidance counselor, a curriculum specialist, and a bilingual family assistant. Because the curriculum specialist's responsibilities were discussed in the previous section, this section will concentrate on the responsibilities of the trilingual guidance counselor and the family assistant.

The trilingual guidance counselor did all the programming for the students. She was very familiar with the educational systems in the students' native countries and was able to use this information in conjunction with test results to make appropriate placements. She met with each program student at least twice a year. She also acted as liaison between program students and monolingual staff members.

The current family assistant began working for the program in February 1985. She had nine years of experience as a family assistant and had worked for the first bilingual program initiated at the school. The family assistant informed parents by phone about any academic, behavioral, or attendance problems their children might have had. She also directly assisted parents by making referrals to social service agencies in the city, by helping them fill out insurance and other forms, and by translating documents. She accompanied the curriculum specialist on home visits. These supportive strategies suceeded in keeping the dropout rate low. Of the 47 students who left the program during the year, seven were classified as dropouts (5.3 percent of the program population). Table 6 presents the number of students leaving the program, by grade. A *z*-test* for the significance of a proportion reveals that the program's dropout rate (5.3 percent) was significantly lower than the mainstream's dropout rate (10.4 percent). The objective was met.

The attendance rate for program students was 89.5 percent, 3.5 percentage points above the schoolwide attendance rate (86 percent). The *z*-test results ($z = 1.09$) indicated that there was no significant difference between the program and mainstream attendance rates, thus meeting the proposed objective.

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*Bruning, J.L. and Kintz, B.L.; Computational Handbook of Statistics; Scott, Foresman and Company, 1968.

TABLE 6

Number of Students Leaving the Program

Reason For Leaving	Grade 9	Grade 10	Grade 11	Grade 12	Total
Transferred to another school	12	18	3	1	34
Graduated	0	0	0	4	4
Returned to native country	0	2	0	0	2
Dropout	1	5	1	0	7
TOTAL	13	25	4	5	47

•Of the 47 students who left the program, only seven were considered to have dropped out.

STAFF TRAINING AND CURRICULUM DEVELOPMENT

--The following curricular materials will be developed: an E.S.L. curriculum for typing; bilingual curriculum for career exploration and job opportunities.

--Individualized learning packets will be developed and disseminated for at least four courses of study.

Monthly staff meetings were held to discuss issues relating to the project's smooth operation -- including school, city, or state policies; schedules of school activities; and lesson planning. In addition, weekly workshops were conducted by the project director, project coordinator, or curriculum specialist on such matters as career awareness, integrating students with the mainstream, using paraprofessionals effectively in the classroom, and preparing and evaluating tests. The project director, project coordinator, and curriculum specialist also gave monthly demonstration lessons on using audiovisual equipment and on various teaching techniques.

One staff member was enrolled in a university course in business education during the 1985-86 year. The project coordinator attended a number of staff-development activities outside the school, including a workshop in bilingualism in New York City.

The curricular materials proposed were all completed thus meeting the program objective.

IV. CONCLUSIONS AND RECOMMENDATIONS

Project CAUSA ran smoothly for the three years of its operation. Its success can largely be attributed to the extensive experience of its professional staff, particularly the project director, project coordinator, career-curriculum specialist, and resource specialist.

In three consecutive evaluations, some classes and other aspects of the program repeatedly have been pointed out as outstanding examples of the successful provision of services to Hispanic and Italian LEP students.

Program students successfully achieved proposed objectives in E.S.L., native language arts, and attendance. Their dropout rate fell below that of the general school population. Their performance in content-area and bilingual business skills classes could not be assessed as proposed because comparable mainstream data were not provided. Their passing rates, however, were generally over 75 percent.

Project CAUSA students were also very interested in the career-guidance program, which offered them the skills they would need to find and hold a job, skills that they would not have easily been able to acquire elsewhere. As suggested in each of the first two years' evaluation reports, the careers component could well become a model for other bilingual programs throughout the city.

Perhaps the chief conclusion to be drawn from three years of evaluations of Project CAUSA is that such programs can succeed if qualified personnel are available and are given a chance to develop instructional methods and materials tailored to the needs of particular populations of LEP students.

V. APPENDIX

APPENDIX A

Program Students' Passing Rates in Content-Area Courses

Course	Fall		Spring		Overall Passing Rate
	Number of Students	Percent Passing	Number of Students	Percent Passing	
Mathematics	60	68.3	50	58.0	63.6
Science	44	95.5	27	81.5	90.2
Social Studies	82	82.9	68	70.6	77.3
Business/ Vocational	25	88.0	16	62.5	78.0